

History.—To have a good knowledge of general, English and Canadian History (Collier and Hodgins).

Education.—To be familiar with the general principles of the science of Education. To have a thorough knowledge of the approved modes of teaching Reading, Spelling, Writing, Arithmetic, Grammar, Composition, Geography, History, and Object Lessons. To be well acquainted with the different methods of School Organization and Management—including School Buildings and arrangements, classification of pupils, formation of time and limit tables, modes of discipline, &c., &c. To give evidence of practical skill in teaching.

School Law.—To have a knowledge of the School Law and Official Regulations relating to Trustees and Teachers.

Music.—To know the principles of Vocal Music. } See Regulation

Drawing.—To understand the principles of } 2 in this section.
Linear Drawing.

Book-Keeping.—To understand Book-Keeping by single and double entry.

Arithmetic.—To be thoroughly familiar with the Authorized Arithmetic in theory and practice, and to be able to work problems in the various rules. To show readiness and accuracy in working problems in Mental Arithmetic.

Mensuration.—To be familiar with the principal rules for Mensuration of Surfaces.

Algebra.—To be well acquainted with the subject as far as the end of section 153, page 129, of the Authorized Text Book (Sangster).

Euclid.—Books I. II. with problems.

NOTE.—For female teachers only the first book of Euclid is required.

Natural Philosophy.—To be acquainted with the properties of matter and with Statics, Hydrostatics and Pneumatics, as set forth in pages 1-100, Sangster's Natural Philosophy, Part I.

Chemistry.—To understand the elements of Chemistry, as taught in the first part of Dr. Ryerson's First Lessons in Agriculture, pages 9-76.

Botany.—To be familiar with the structure of plants, etc., and the uses of the several parts (First Lessons in Agriculture).

Human Physiology.—Cutter's First Book on Anatomy, Physiology and Hygiene.*

9. *Additional for those who desire Special Certificates for Teaching Agriculture under Section twenty-seven (19) of the School Act, 37 Vic. Chap. 27.*

Natural History.—General view of Animal Kingdom—Characters of principal classes, orders and genera—(Gosse's Zoology for Schools, [or Wood's Natural History]).

Botany.—Vegetable Physiology and Anatomy—Systematic Botany—Flowering Plants of Canada—(Gray's How Plants Grow).

Agricultural Chemistry.—Proximate and ultimate constituents of plants and soils—Mechanical and Chemical modes of improving soils—Rotation of Crops—Agricultural and Domestic Economy, &c. (Dr. Ryerson's First Lessons in Agriculture.)

10. Minimum Qualifications for First Class Provincial Certificates.

Reading.—To be able to read intelligently and expressively a passage selected from any English author.

Spelling.—To be able to write correctly a passage dictated from any English author.

Etymology.—As for Second Class Teachers.

Grammar.—To be thoroughly acquainted with the subject, as contained in the Authorized Text Books.

Composition.—As for Second Class Teachers.

English Literature.—To have a general acquaintance with the history of English Literature (Collier).

Writing.—As for Second Class Teachers.

Geography.—As for Second Class Teachers, and in addition to possess a special knowledge of the Geography of British America and the United States, including the relative positions of the Provinces and States, with their capitals; to understand the structure of the crust of the earth; use of the globes (Lovell's General Geography, and Keith on the Globes).

History.—General English and Canadian (Collier and Hodgins).

Education.—As for Second Class Teachers, and in addition to possess a good knowledge of the elementary principles of Mental and Moral Philosophy; and to be acquainted with the methods of teaching all the branches of the Public School course.

School Law.—To be acquainted with the Law and Official Regu-

lations relating to Trustees, Teachers, Municipal Councils, and School Inspectors.

Music.—To know the principals of Vocal Music.

Drawing.—To evince facility in making perspective and outline sketches of common objects on the blackboard.

Book-Keeping.—As for Second Class Teachers.

Arithmetic.—To know the subject as contained in the Authorized Arithmetic, in theory and practice, to be able to solve problems in arithmetical rules with accuracy, neatness and despatch. To be ready and accurate in solving problems in Mental Arithmetic.

Mensuration.—To be familiar with rules for Mensuration of Surface and Solids.

Algebra.—To know the subject as contained in the Authorized Text Book completed.

Euclid.—Books I. II. III. IV., Definitions of V., and Book VI. with exercises.

NOTE.—For female teachers, the first book only of Euclid is required. If, however, the candidate desires a certificate of eligibility as an Examiner, the same examination must be passed in Euclid as is required of male teachers.

Natural Philosophy.—As for Second Class Teachers; and, in addition, to be acquainted with Dynamics, Hydrodynamics and Acoustics, pp. 109-167, Sangster's Natural Philosophy, Part I.

Chemical Physics.—To have a good general acquaintance with the subjects of Heat, Light and Electricity.

Chemistry.—As for Second Class Teachers; and to be familiar with the Definitions, Nomenclature, Laws of Chemical Combination, and to possess a general knowledge of the Chemistry of the Metalloids and Metals (Roscoe).

Human Physiology.—As for Second Class Teachers.

Natural History.—General View of Animal Kingdom—Characters of principal classes, orders and genera (Gosse's Zoology for Schools) [or Wood's Natural History].

Botany.—Vegetable Physiology and Anatomy—Systematic Botany—Flowering Plants of Canada (Gray's How Plants Grow).

Agricultural Chemistry.—Proximate and ultimate constituents of plants and soils—Mechanical and Chemical modes of improving soils—Rotation of crops, &c., &c. (Dr. Ryerson's First Lessons in Agriculture).

VIII. Powers and Duties of Masters and Teachers of Public Schools.

The ninetieth and the following sections of the School Act, prescribe, in explicit and comprehensive terms, the duties of teachers; and no teacher can legally claim his salary who disregards the requirements of the law. Among other things the Act requires each teacher to "maintain proper order and discipline in his school, according to the authorized forms and regulations." The law makes it the duty of the Chief Superintendent of Education to provide the forms and the Council of Public Instruction prescribes the following regulations for the guidance of masters and teachers in the conduct and discipline of their schools.

1. **Number of Teachers.**—In every school in which there are two or more teachers employed therein, the trustees shall determine who shall be considered as the master of the school.

NOTE.—**Designation.**—The head teacher employed in any Public School, in which there is more than one teacher, shall be designated and known as the *master*, and the others shall be named first, second, or third, &c., *assistant teacher*.]

(1) POWERS AND DUTIES OF MASTERS.

Authority as a Public Officer.—The master of every school is a public officer, and, as such, shall have power, and it shall be his duty to observe and enforce the following rules:—

1. **See that the Rules are observed.**—He shall see that these general rules and regulations, and any special rules (not inconsistent with them) which may be approved by the trustees for their respective schools, are duly and faithfully carried out, subject to appeal, in case of dissatisfaction, to the Inspector.

2. **Prescribe Duties of Teachers.**—He shall prescribe (with the assent of the trustees) the duties of the several teachers in his school, but he shall be responsible for the control and management of the classes under their charge.

3. **Power to Suspend Pupils.**—He shall suspend (subject to appeal, by the parent or guardian, to the trustees), any pupil, for any of the following reasons:

- (1.) Truancy persisted in.
- (2.) Violent opposition to authority.
- (3.) Repetition of any offence after notice.
- (4.) Habitual and determined neglect of duty.
- (5.) The use of profane, obscene, or other improper language.
- (6.) General bad conduct, and bad example, to the injury of the school.

* The following little works are also highly recommended for perusal, both by Teachers and Pupils, viz.:—"The House I Live In," by T. C. Girtin, Surgeon (Longmans), and "Our Earthly House and its Builder." (Religious Tract Society.)